



## FORMATION OF PROFESSIONAL TRAINING OF FUTURE PHYSICAL EDUCATION TEACHERS

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**Annotatsiya:** Mazkur maqolada bo'lajak jismoniy madaniyat o'qituvchilarining kasbiy tayyorgarligini rivojlantirish, ularning o'quv faoliyatini shakllantirish texnologiyasi, ularda bilim, ko'nikma, malakalarni shakllantirib, pedagogik kompetensiyani hosil qilish yo'llari haqida ochib beriladi.

**Kalit so'zlar:** jismoniy tarbiya o'qituvchisi, ta'lim faoliyati, o'quv faoliyatini shakllantirish, tizimli yondashuv, o'quv faoliyatini shakllantirish texnologiyasi.

**Аннотация:** В данной статье рассмотрены вопросы развития профессиональной подготовки будущих учителей физической культуры, технологии формирования их учебной деятельности, способы формирования у них знаний, умений, компетенций и формирования педагогической компетентности.

**Ключевые слова:** учитель физической культуры, учебная деятельность, формирование учебной деятельности, системный подход, технология формирования учебной деятельности.

**Abstract:** This article describes the ways to improve the professional training of future teachers of physical culture, the creation of product workloads, the formation of knowledge, skills, competencies, the formation of pedagogical competence.

**Keywords:** physical education growth, educational activity, capacity building, systematic use, capacity building.

**INTRODUCTION** The problem of forming the educational activity of a future teacher traditionally attracts the attention of specialists in the field of psychology and pedagogy of higher education. It is studied not only as an independent subject of consideration, but is also solved to one degree or another within the framework of studying related problems: continuity of higher and secondary schools, adaptation of secondary school graduates to the conditions of higher education, continuation of secondary school students' education in educational institutions, adaptation of secondary school graduates to the conditions of education in higher education institutions, ensuring the continuity of the activities of secondary schools, formation of the components of students' educational work, organization of independent work of students and formation of their readiness for self-education, individualization of education in higher education institutions, etc. Such a wide field of research, on the one hand, speaks of a deep study of the problem under discussion, and on the other hand, testifies to its inexhaustible relevance. This is natural at the junction of two qualitatively different educational systems, each of which has its own specific forms and methods of educational work. [1,30]

Analysis shows that the general education school does not adequately prepare its graduates to continue their studies at the university, the general level of training of schoolchildren is low and there is no tendency to increase it over the next five years. The school does not give and, according to the existing education system, it cannot enslave a "ready" student. The educational activity of first-year students is mainly formed



spontaneously, randomly and is accompanied by a significant decrease in learning efficiency and serious difficulties in the general educational character. In the process of further education at the university, the majority of students, of course, adapt to the organizational and pedagogical features of higher education. The control experiment and the analysis of scientific research literature show that special, purposeful unemployed students become full-fledged subjects of educational activity only by the 3rd-4th year. At the same time, a large part of future teachers feel the consequences of the gaps and deformations that occurred at the initial stage of education at the university. Their educational activity is formed mainly by "trial and error", that is, in the most inefficient way. The culture of educational activity of such students is usually low, irrational techniques and methods of teaching are mainly used, the prospects for the creative development of a specialist in professional activity are doubtful. [2,15]

**LITERATURE ANALYSIS AND METHODOLOGY** According to our observations, the majority of first-year teachers do not take into account the specific features of the initial stage of education in higher educational institutions in their methodological research. Nevertheless, teachers who teach in the next courses consider themselves completely ready to train students and teach their subjects without providing sufficient explanations on the methods of mastering the educational material. As a result of the conducted surveys, it was found that even master's students do not know the concept of "learning activity" well and do not fully understand the need for self-development in this regard. At the faculty of physical education, the situation is aggravated by the specifics of the educational process, which is based on a number of features of future professional activity: - a larger learning area compared to the classroom; - the diversity and complexity of the environment during classes; - a large number of equipment that, if used incorrectly, poses a threat to life; - high physical activity of students, fraught with the possibility of injury; - working with different age groups during one school day; - different levels of physical development and health status of students; - simultaneous training with boys and girls, differences in tasks; - significant expenditure of not only mental, but also physical energy; - increased requirements for educational and material resources; - differences in clothing from teachers of other subjects, etc. [4,14]

**DISCUSSION** The above reasons, as well as the combination of educational activities with active sports, constant maintenance of good physical shape and frequent absence from classes related to this, deliberately put students of the Faculty of Physical Education in an unfavorable learning environment. Thus, completing this stage of the study, we can emphasize the relevance of the problem of forming the educational activity of a future physical education teacher and the timeliness of searching for ways to solve it. There is an objective need to correct the educational process in terms of the real readiness of school graduates to continue their education at a new, more complex level. Methodological support plays an important role in the scientific study of educational activity and practical actions to form it. First of all, it is necessary to consider the main category of research - educational activity. It should be said that its analysis, of course, can be carried out on the basis of various grounds. At the same time, it is also clear that it is impossible not to dwell on one of the most influential directions in domestic and world psychological and pedagogical science - the general theory of activity. According to this theory, activity is a practical change of the objective world by a social individual, and therefore, changes in the active subject itself occur in the process of specific activity, which are distinguished by the criterion of the motives that motivate them.

Within the framework of activity, actions are distinguished - processes subordinate to goals, and operations - methods of performing actions associated with the conditions for their implementation. As a constitutional characteristic of activity, its objectivity is considered, which is manifested in the features of mental reflection. Thus, educational activity is one of the main types of human activity, which arises due to a special need for the active subject to change, to change himself in the learning process. Conducting a structural



analysis of students' educational activities, we rely on both the general structure of human activity and the form developed in the general psychological theory of activity. D.B. Elkonin, V.V. Davydov, A.K. Markova and others believe that educational activity repeats, repeats the structure of all human activity in its structure. In the most general examination of the structure of human activity, they distinguish three main links: motivational-indicative, central (executive) and control-evaluative. This basic model, V.V. Davydov, in each specific case should be correctly oriented, proceeding from the characteristic features of the type of activity being studied. Interpreting this scheme in relation to the educational activity of a future teacher, we distinguish the following components in it: motivational-valuable, meaningful, activity-practical and control-evaluative. An analysis of dissertations and monographs on relevant topics shows that most authors also rely on the above structural model in their scientific research. At the same time, many works, as a rule, are devoted to the development of any component of educational activity. Undoubtedly, the raised aspects of the problem are relevant and require in-depth development. But the thing is that in their fragmentation, the integrity that is initially inherent in educational activity by its status is lost. In our opinion, educational activity should be studied and formed not in the one-sidedness of certain components, but in their structural unity. The orientation towards the inclusion of various aspects of the analysis of educational activity in its holistic form is determined by a systematic approach, the main provisions of which are aimed at integrative processes, synthesis of the whole.

**CONCLUSION** In conclusion, it is impossible to reduce educational activity to one of the identified components: the full educational activity is always their unity and interaction. They can transform into each other - these changes are the dynamics of educational activity and its property as a systemic object. It is easy to understand that such an interpretation differs from the comprehensive understanding of educational activity, as any process of acquiring knowledge, skills and competencies, which is still widespread in practice. The specificity, the specific feature of educational activity is that it is always associated with the student's entry into a new reality, mastering each of its aspects. Therefore, in our practical activities, we tried to develop not individual components of educational activity, but a complex in their interdependence and interaction. Analysis of existing directions for the development of the problem raised revealed a very wide arsenal of ways to solve it. The main directions are: strengthening the preparation of schoolchildren for higher education institutions; the activity of preparatory courses for applicants; the development of special courses aimed at adapting newcomers to university education; the formation of general educational skills within the framework of certain disciplines. Each of these areas has its own advantages and disadvantages. Together, they give a vivid pedagogical picture. However, at the stage of theoretical analysis, it becomes clear that the preference for any of the considered paths is doomed to a limited effect in advance. The fact is that separately conducted activities (even if carefully prepared) remain scattered fragments, not a single, holistic system of purposeful actions. In our opinion, here it is more appropriate to resort to a systematic approach, to use it as a methodology at a certain scientific level. Educational activity is considered as a systematic object, and, as is known, the study of the system is inseparable from the study of the conditions of its existence. And since educational activity is not formed at once, but goes through several stages in its development with its own specific conditions, the technology of its formation should consist of several stages with appropriate goals and objectives. As the main means of achieving them, there is a logical and consistent combination of practically proven methods of forming the educational activity of the future teacher, taking into account the dynamics and versatility of the phenomenon under study. Such an approach to solving the problem allows not only to more fully take into account the specificity of each stage of work, but also to make the most effective use of the accumulated scientific and practical experience.



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